R E P O R T R E S U M E S

ED 011 286 VT 000 554

THE DEVELOPMENT OF A WORK ORIENTATION PROGRAM FOR HOME ECONOMICS RELATED OCCUPATIONS, 1964-1966.

BY- FETTERMAN, ELSIE
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *PROGRAM DEVELOPMENT, *OCCUPATIONAL HOME ECONOMICS, *SECONDARY SCHOOLS, OCCUPATIONAL SURVEYS, SURVEYS, QUESTIONNAIRES, *EMPLOYMENT OPPORTUNITIES, EDUCATIONAL OBJECTIVES, SOCIOECONOMIC INFLUENCES, HARTFORD

THE PURPOSE OF THIS STUDY, WHICH IS A SUMMARY OF A DOCTORAL DISSERTATION, WAS TO DEVELOP A WORK ORIENTATION PROGRAM FOR HOME ECONOMICS-RELATED OCCUPATIONS IN CONNECTICUT. QUESTIONNAIRES WERE SENT TO 43 TEACHERS OF SUCH PROGRAMS IN THE UNITED STATES AND ALL RESPONDED, GIVING INFORMATION ABOUT THEIR OBJECTIVES, COURSES, TEACHERS' BACKGROUNDS, ENROLLMENT FACILITIES, AND RANKING NINE OBJECTIVES OF WORK ORIENTATION PROGRAMS. IN ADDITION, 66 TEACHERS IN CONNECTICUT WERE ASKED TO RANK THESE OBJECTIVES AT A CONFERENCE. BOTH GROUPS RANKED "TO ACHIEVE AN INTRODUCTION TO THE ACTIVITIES AND DEMANDS OF A WAGE-EARNING SITUATION," THE MOST IMPORTANT OBJECTIVE. THE MAJORITY OF THE PROGRAMS FOCUSED ON FOOD SERVICES WITH OTHERS IN HOMEMAKING SERVICES, HOSPITAL SERVICES, CLOTHING SERVICES, AND GENERAL SERVICE. INTERVIEWS WERE HELD WITH STATE EMPLOYMENT PERSONNEL TO DETERMINE AVAILABLE JOB OPPORTUNITIES. THERE WERE 8,000 HOME ECONOMICS-RELATED OCCUPATIONS THEN ON FILE IN CONNECTICUT EMPLOYMENT OFFICES. SOCIOECONOMIC INDEX SCORES FOR 169 COMMUNITIES IN CONNECTICUT WERE RANKED AND AVERAGED FOR EACH LABOR MARKET AREA. FOR SEVEN AREAS, THE HIGHER THEIR INDEX SCORES, THE MORE OPENINGS THERE WERE IN HOME ECONOMICS-RELATED OCCUPATIONS. THE AUTHOR CONCLUDED THAT THERE WAS JUSTIFICATION FOR THESE PROGRAMS IN CONNECTICUT. (MS)

ED011286

"THE DEVELOPMENT OF A WORK ORIENTATION PROGRAM FOR HOME ECONOMICS RELATED OCCUPATIONS"

1964 - 1966

Home Economics Education Service
Bureau of Vocational Services, Division of Vocational Education
Connecticut State Department of Education
Hartford, Connecticut

VT 00554

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

"The Development of a Work Orientation Program for Home Economics Related Occupations"

1964 - 1966

Mrs. Elsie Fetterman, Supervisor
Windham High School, Willimantic, Connecticut

CONNECTICUT

STATE BOARD OF EDUCATION

1965-1966

William Horowitz, Chairman	New Haven
Mrs. Sylvia K. Bingham	Salem
Leo B. Flaherty, Jr.	Vernon
G. Eugene Goundrey	Middletown
Mrs. Jane D. Humphries	West Hartford
Margaret Kiely	Bridgeport
Mrs. Minnie G. MacDonald	Putnam
George D. Pratt, Jr.	Bridgewater
Donald M. Johnson	West Hartford

William J. Sanders

Secretary and Commissioner of Education

William H. Flaherty

Assistant Secretary and Deputy Commissioner of Education

Hartford

TABLE OF CONTENTS

Introduction	Pages 1 and 2
Work Oriented Programs in Home Economics Related Occupations in the United States	Pages 3 - 11
The Study	Pages 12 - 22
Forms, Connecticut Survey	Pages 23 - 25
National Survey	Pages 26 - 35
Bibliography	Pages 36 - 38

FOREWORD

By offering programs in vocational homemaking, education has recognized the role of the family in our economy. By providing students with the skills and understandings essential to effective home management, vocational homemaking has contributed to the effectiveness of the wage earner.

As the role of the woman changed and as the societal demands for service occupations increased, educators recognized the possibility of utilizing the trained talents of the home economics teachers to provide an educational program preparing students for gainful employment.

The Connecticut State Department of Education sought information concerning home economics related occupations and existing work-oriented programs. It was with these objectives in mind that Dr. Elsie Fetterman's services were sought and obtained. Dr. Fetterman's study showed the various avenues that homemaking programs could take in order to provide occupational education.

The educational objective of meeting the needs of all students is a challenge to all educators. It calls for new programs and new approaches. The information presented in this paper should assist home economics teachers and school administrators in identifying and developing some of these new programs.

Dr. Herbert Righthand, Chief
Bureau of Vocational Services

INTRODUCTION

It is hoped that the reader will find, in these pages, the highlights of the doctoral dissertation, "The Development of a Work Orientation Program for Home Economics Related Occupations" undertaken in 1964-66 at the University of Connecticut.

Major adviser was Dr. Philo T. Pritzkan with Dr. John W. Karnes, Jr. and Dr. W. Howard Martin serving on the committee. Special recognition given to Miss Ruth C. Cowles, Consultant, Home Economics Education, for her support and inspiration received in this study.

The writer is indebted to the Division of Vocational Education of the Connecticut State Department of Education for the financial remuneration made available.

The dissertation - in its complete form - is available on loan from the Wilbur Cross Library, University of Connecticut, Storrs, Connecticut.

Statement of the Problem. The purpose of this study was to develop a work orientation program for home economics related occupations. The problem was treated under these main divisions:

1. Identification of occupational areas related to home economics located in Connecticut;
2. Investigation of existing work orientation programs in home economics related occupations in the United States, Puerto Rico, and the Virgin Islands;
3. Recommendation of regional pilot centers for developing work orientation programs for home economics related occupations in Connecticut.

Procedure. Letters were sent to all state supervisors of home economics education in the United States, Puerto Rico, and the Virgin Islands for names and addresses of teachers who conducted work orientation programs for home economics related occupations. The five state supervisors who did not respond received personal telephone calls from the investigator to make the responses one hundred percent from the state supervisors.

Questionnaires were sent to forty-three teachers of secondary school work orientation programs for home economics related occupations in the United States. After follow-up letters and telephone calls to those who had not responded, a total of forty-three or one hundred percent, were returned.

In addition to the questionnaire, a total of twenty interviews were held with Connecticut State Employment Service managers in order to determine available job opportunities in home economics related occupations.

Socio-economic index scores for the one hundred sixty-nine communities in Connecticut were ranked and then averaged for each labor market area in the state.

Home Economics teachers in federally aided departments in Connecticut were asked to rank objectives of work orientation programs according to the priority as they perceived them.

Summary. A summary of this study including a review of the literature, information received from the questionnaires and personal interviews, revealed that one hundred percent of the Connecticut home economics teachers in this study would consider the development of a work orientation program in home economics related occupations worthwhile. High school home economics courses are an asset to job attainment.

In 1962 two and one-half million salespersons were employed in close to one hundred kinds of retail businesses in the United States. The number of babysitters (child monitors) reported employed in 1960 was 327,781. This represented a growth of three hundred sixty-seven and four-tenths percent from 1950 to 1960. More than one and two-tenths million men and women were employed in the apparel industry in early 1963. Two million people worked in establishments serving food in 1960.

Clusters of jobs existing in Connecticut in home economics related occupations are: food service, 1708; private household, 2990; clothing related, 2011; sales, 1279. The total number of job opportunities in home economics related occupations in Connecticut on file in Connecticut employment offices is almost eight thousand.

Seven of the labor market areas in the state showed close relationship between the number of job opportunities and socio-economic index scores. For these seven labor market areas, the higher their socio-economic index average, the more openings existed in home economics related occupations.

Conclusions. The large number of persons employed in home economics related occupations and the employment outlook for these positions justifies the development of a work orientation program for home economics related occupations in Connecticut. Home economics content should be utilized to help prepare individuals for employment as well as homemaking.

Home economics teachers need to be more realistic in their instruction and explore the kinds of work that individuals can and will do within the geographical area of employment of their graduates. Necessary for the development of the programs is cooperation with public employment service personnel who have occupational information continuously available regarding reasonable present and future prospects for employment in the community and elsewhere. Assurance of placement after completing the program is necessary for the successof the program.

The development of a work orientation program for home economics related occupations in Connecticut would be principally concerned with the recognition of realities and values regarding our society.

Although the beginning positions are the initiating experiences for the majority of students, the work orientation program should be concerned with advancement opportunities as well as entry level jobs. Additional training beyond high school is necessary for advancement to higher levels of employment.

WORK ORIENTATION PROGRAMS IN HOME ECONOMICS RELATED OCCUPATIONS IN THE UNITED STATES

The author contacted forty-three teachers of work orientation programs in home economics related occupations recommended by state supervisors of home economics education.

Their programs were analyzed with respect to the following: Objectives: titles; length in weeks and clock hours per week; scheduling patterns; advisory councils; facilities; diversity of jobs held by students; recognition given upon completion; job availability; instructional arrangements; students enrolled in the program.

Home Economics Teachers in Connecticut Surveyed

In addition to the forty-three teachers of work orientation programs in home economics related occupations, the author also contacted home economics teachers in federally-aided departments in Connecticut. These sixty-six teachers were asked to rank nine objectives of work orientation programs at their annual fall conference at Norwich, Connecticut in September 1964.

Rankings of Objectives

Teachers in Connecticut and teachers of work orientation programs in the United States ranked the objectives according to the priority they placed on each - with number one indicating the most important and number nine the least important.

Although both groups of teachers ranked five out of the nine objectives the same rank order, a significant difference existed statistically between the two composite groups of priority rankings.

Using the Mann and Whitney Rank Test for two independent samples, a "z" score of 2.60 was obtained - which is significant at the one percent level. Table IX shows the composite rankings of the sixty-six Connecticut teachers and the forty-three teachers of work orientation programs.

Both groups agreed on the most important and the least important objectives as they perceived them. The objective ranked most important by both groups was "to achieve an introduction to the activities and demands of a wage-earning situation". The one ranked least important was "to be competent in the management of personal and family finances". It appears that neither of these groups of teachers felt that this was an important objective of work orientation programs in home economics related occupations.

Priority rankings of objectives of work orientation programs as

perceived by these two groups were significantly different, statistically.

However, because of the small sampling, these results must be evaluated cautiously. It appears from the data that objectives of these programs will vary in different communities.

For example, the objective "to be competent in the management of personal and family finance" which was ranked the least important by these two groups of teachers, might be ranked higher in other communities. According to a recent publication by the Consumers Union of the United States, Inc., Only a third of the families having difficulty managing finances knew of any source where they could get professional help, and only nine percent sought help.

TABLE IX
COMPOSITE PRIORITY RANKINGS OF OBJECTIVES
BY CONNECTICUT TEACHERS AND
WORK ORIENTATION PROGRAM TEACHERS

OBJECTIVE	COMPOSITE RANKINGS OF CONNECTICUT TEACHERS N - 66	COMPOSITE RANKINGS OF WORK ORIENTATION PROGRAM TEACHERS N = 43
To achieve an introduction to the activities and demands of a wage-earning situation	1	1
To be competent in the management of personal and family finance	9	9
To develop acceptable work habits	2	2
To develop skills for a cluster of occupations	6	6
To develop skills for a specific occupation	8	3
To explore home economics related occupations	5	7
To motivate interest in school	4	4
To promote good employer-employee relationships	7	5
To recognize realities and values regarding our society	3	8

Titles of Work Orientation Programs

Fourteen of the work orientation programs had titles pertaining to Food Services; other titles pertained to Homemaking Services, Hospital Services, and general titles.
Table IX indicates the various titles used for the programs.

Location of Programs

The forty-three work orientation programs were located in twenty different states, with California having the largest number of such programs.

Length of Programs

The most popular length of time for work orientation programs was thirty-six weeks. Five clock hours per week were reported most frequently.

Scheduling Patterns

The following patterns seemed to dominate the scheduling of the work orientation programs with cooperative work experiences: school one-half day - employment other half day; school one week - employment alternate week; employment after school and/or weekends.

TABLE X
TITLES OF WORK ORIENTATION PROGRAMS

AREA OF HOME ECONOMICS	TITLE
Food Services	Commercial Foods (2)
	Culinary Careers
	Commercial Food Trades
	Food Service I and II
	Home Economics Occupations - Food Service
	Hospitality Course
	Motel and Restaurant Service
	Preparation for Employment in Food Service
	Project FEAST (Food Education and Service Technology)
	Restaurant and Hotel Services
	Short Order Cooking
	Supervised Food Service Worker
	Vocational Foods
Homemaking Services	Homemaker's Assistant - Occupational Training
	Housekeeping Technology
	Occupational Training in Home Services
	Practical Homemaking
Hospital Services	Home Economics for Nurse's Aide
	Nursing Aide Course
Clothing Services	Clothing Services
	Vocational Dressmaking
Child Care Services	Child Care Aide Training
General Services	Career Guidance Program
	Cooperative Careers Program in Home Economics
	Home Economics Major
	Home Economics Related Occupations
	Job Pre-Training
	Orientation for Home Economics for Wage-Earning
	Pre-Occupational Home Economics
	Work-Study Program

Make-up of Advisory Councils

Personnel serving on advisory councils included: social welfare workers, representatives of Parent-Teacher Association organizations, vocational technical educators, representatives of the League of Women Voters, employers, educational committee of the Chamber of Commerce and guidance directors.

Helen J. Evans prepared some suggestions for setting up an advisory council and steps in initiating a supervised cooperative education program. She suggested that an advisory committee be established before attempting to initiate any training program. She further recommended that a strong advisory committee with representatives of the lay public, professional groups, the State Employment Service, business and industry and civic and church groups could assist the coordinator to:

disseminate information; provide professional guidance in curriculum development; secure jobs for training students; place students; raise funds; recruit; document the need for training in the area.

Placement of Students in Jobs

Almost half of the teachers responding stated that they worked directly with employers in placement of students. Thirteen teachers reported that employment office personnel assumed the responsibility for placement, while thirteen teachers reported that the guidance director assumed this responsibility.

Since twenty-two of the forty-three work orientation programs were were organized in 1964, many of the respondents could not give any information concerning placement of students in jobs upon completion of the program. However, Table XI on the next page reflects the diversity of the types of jobs held by students completing such a program.

Recognition Given upon Completion

Since many of the work orientation programs were so very new, teachers stated that there were no completions yet in many of the programs. However, sixteen teachers did report awarding of certificates, while three honored the students at a banquet or a tea.

TABLE XI
DIVERSITY OF TYPES OF JOBS
HELD BY STUDENTS

STATE	JOB	NO. OF STUDENTS GIRLS	BOYS
California	Homemaker's Assistant	2	0
Delaware	Bakers	0	4
	Waiters	0	3
	Dishwashers and short order cooks	0	4
	Waitresses	3	0
Illinois	Nursery school aides	5	0
	Cook apprentices	0	6
	Hand sewers	4	0
	Kitchen helpers	0	2
	Waitresses	5	0
	Grocery store department managers	0	6
	Maintenance aides	0	4
	Sales clerks of household items	4	4
New Hampshire	Kitchen assistant	1	1
New York	Snack bar waitresses	2	0
	Assistant cooks	14	0
Oklahoma	Waitresses	2	0
	Cook	1	0
	School lunch checker	1	0
Pennsylvania	Nurse's aides	30	0
	Short order lunch waiters	0	2
Virginia	Cooks	2	0
	Waitresses	2	0
Total		77	36

Job Availability

In the communities in which work orientation programs in home economics related occupations were organized, job opportunities were organized, job opportunities existed in many occupations related to home economics. Heading the list was the need for waitresses, with thirty-six teachers reporting some or great demand for this position. Other opportunities which were available in some or great demand included short order cooks, kitchen helpers, counter girls, nurse's aides, sales clerks, day workers, institutional cooks and child monitors.

The teachers were asked what the basis was of their knowledge of job availability. Seventeen teachers reported that they estimated the job availability in the community. Other bases of teachers' knowledge concerning job availability included: community surveys, employment office figures and classified advertisements.

Instructional Arrangements

Thirty-three teachers reported the use of team teaching, prospective employers and other resource personnel in answer to the question concerning instructional arrangements in the work orientation program. Other individuals cooperating in the work orientation program included: state supervisors of home economics education, guidance directors, employers, employment office personnel and school cafeteria managers.

Students Enrolled in Program

Almost fifteen hundred students were enrolled in the work orientation programs for home economics related occupations. While the greatest number of the girls were enrolled in the twelfth grade, the greatest number of boys were enrolled in the ninth grade.

Occupational inventories or aptitude tests administered to the students in the work orientation program included: Kuder Preference Record, California Achievement Test, Differential Aptitude Test, Iowa Test of Educational Development, California Test of Mental Maturity and the General Aptitude Test Battery by the State Employment Office. The last mentioned was reported most frequently. Teachers in only seven out of the twenty states in the study reported occupational inventories or aptitude tests administered.

The question on the questionnaire, "What are the future plans of the students enrolled in the work orientation program?", revealed that only twenty students out of the fifteen hundred planned to leave school before twelfth grade graduation. Perhaps the work orientation has provided a greater incentive for students to remain in school. Four hundred sixty-eight of the students planned to terminate their formal education upon twelfth grade graduation and two hundred seven planned to continue their formal schooling beyond the twelfth grade. Others were uncertain of their plans at the time of the study. Since over two hundred students were planning to continue their education beyond the twelfth grade, then the work orientation program was offered to all

students who desired to elect it - and not just the students in "non-academic " programs. Students should have the opportunity for entry into the work orientation program as a phase of their basic general education.

Summary

Priority rankings of work orientation program objectives as perceived by Connecticut home economics teachers and teachers of work orientation programs showed a significant difference statistically - although both groups ranked five out of the nine objectives the same rank order.

The majority of the work orientation programs focused on food services, with others pertaining to homemaking services, hospital services, clothing services and general service.

Advisory councils were initiated in communities having work orientation programs with personnel representing Parent-Teacher Associations, vocational technical educators, employers, League of Women Voters, social welfare workers and others.

The work orientation programs reflected the existence of occupations related to home economics.

THE STUDY

The purpose of this study was to develop a work orientation program for home economics related occupations.

In carrying out this study, the problem was treated under these main divisions:

1. Identification of occupational areas related to home economics located in Connecticut;

2. Investigation of existing work orientation programs in home economics related occupations in the United States, Puerto Rico, and the Virgin Islands;

3. Recommendation of regional pilot centers for developing work orientation programs for home economics related occupations in Connecticut.

In order to determine the available job opportunities in home economics related occupations in Connecticut, every Connecticut State Employment Service manager in each of the labor market areas was interviewed.

Four sources were used to develop recommendations of pilot centers for work orientation programs for home economics related occupations: review of related literature; interviews with Connecticut State Employment Service managers; average socio-economic rankings of labor market areas; and a study of existing work orientation programs for home economics related occupations in the United States, Puerto Rico and the Virgin Islands.

Procedure

Letters were sent to all state supervisors of home economics education in the United States, Puerto Rico, and the Virgin Islands for names and addresses of teachers who conducted work orientation programs for home economics related occupations. The five state supervisors who did not respond received personal telephone calls from the investigator to make the responses one hundred percent from the state supervisors.

Questionnaires were sent to forty-three teachers of secondary school work orientation programs for home economics related occupations in the United States. After follow-up letters and telephone calls to those who had not responded, a total of forty-three or one hundred percent, were returned.

In addition to the questionnaire, a total of twenty interviews were held with Connecticut State Employment Service managers in order to determine available job opportunities in home economics related occupations.

Socio-economic index scores for the one hundred sixty-nine communities in Connecticut were ranked and then averaged for each labor market area in the state.

Home economics teachers in federally-aided departments in Connecticut were asked to rank objectives of work orientation programs according to the priority as they perceived them.

Summary

A summary of this study including a review of the literature, information received from the questionnaires and personal interviews, is presented as follows:

1. One hundred percent of the Connecticut home economics teachers in this study would consider the development of a work orientation program in home economics related occupations worthwhile.

2. High school home economics courses are an asset to job attainment.

3. In 1962 two and one-half million sales persons were employed in close to one hundred kinds of retail businesses in the United States.

4. The number of babysitters (child monitors) reported employed in 1960 was 327,761. This represented a growth of three hundred sixty-seven and four-tenths percent from 1950 to 1960.

5. More than one and two tenths million men and women were employed in the apparel industry in early 1963.

6. Two million people worked in establishments serving food in 1960.

7. Clusters of jobs existing in Connecticut in home economics related occupations are: food service, 1708; private household, 2990; clothing related, 2011; sales, 1279.

8. The total number of job opportunities in home economics related occupations in Connecticut on file in Connecticut employment offices is almost eight thousand.

9. Seven of the labor market areas in the state showed a close relationship between the number of job opportunities and socio-economic index scores. For these seven labor market areas, the higher their socio-economic index average, the more openings existed in home economics related occupations.

Conclusions

In terms of the results of this study, the following conclusions were inferred from the analysis of the obtained data:

1. The large number of persons employed in home economics related occupations and the employment outlook for these positions justifies the

development of a work orientation program for home economics related occupations in Connecticut.

2. Home economics content should be utilized to help prepare individuals for employment as well as homemaking.

3. Home economics teachers need to be more realistic in their instruction and explore the kinds of work that individuals can and will do within the geographical area of employment of their graduates.

4. Necessary for the development of the program is cooperation with public employment service personnel who have occupational information continuously available regarding reasonable present and future prospects for employment in the community and elsewhere.

5. Assurance of placement after completing the program is necessary for the success of the program.

6. The development of a work orientation program for home economics related occupations in Connecticut would be principally concerned with the recognition of realities and values regarding our society.

7. Although the beginning positions are the initiating experiences for the majority of students, the work orientation program should be concerned with advancement opportunities as well as entry level jobs.

8. Additional training beyond high school is necessary for advancement to higher levels of employment.

TABLE II

PRIVATE HOUSEHOLD JOBS IN CONNECTICUT

LABOR MARKET AREA	DAY WOR-KER	LIVE-IN MAID	CHILD MONI-TOR	COM PAN-ION	NURSE'S AIDE	CHAR WOMAN	TOTAL
Ansonia	7	0	3	0	4	6	20
Bridgeport	450	375	75	50	50	3	1003
Bristol	30	1	25	5	6	0	67
Danbury	6	10	1	3	2	1	23
Danielson	1	3	1	1	2	1	9
Hartford	50	50	10	15	8	6	139
Manchester	45	30	30	25	6	9	145
Meriden	50	15	15	3	0	3	86
Middletown	15	18	15	1	15	4	68
Milford	8	10	6	5	3	1	33
New Britain	100	100	50	50	25	5	330
New Haven	20	65	20	15	15	10	145
New London	180	15	30	1	20	10	256
Norwalk	0	0	0	25	30	25	80
Norwich	20	3	25	3	20	4	75
Stamford	150	0	42	1	13	4	210
Thompsonville	30	6	6	3	4	3	52
Torrington	30	48	12	2	7	2	101
Waterbury	47	12	14	6	12	20	111
Willimantic	24	1	5	5	2	0	37
Total	1263	762	385	219	244	117	2990

TABLE III

CLOTHING RELATED JOB OPPORTUNITIES IN CONNECTICUT

LABOR MARKET AREA	WEAVER	TAILOR	SAMPLE CUTTER	HOUSEHOLD SMO*	GARMENT SMO*	PRESSER	TOTAL
Ansonia	0	0	3	0	20	6	29
Bridgeport	2	3	2	15	15	10	47
Bristol	0	3	0	0	0	4	7
Danbury	0	0	0	0	5	0	5
Danielson	1	0	1	5	9	1	17
Hartford	0	15	0	2	40	6	63
Manchester	10	2	0	4	35	6	57
Meriden	0	0	0	0	24	0	24
Middletown	0	1	0	0	206	6	213
Milford	0	0	0	0	0	0	0
New Britain	0	0	0	0	100	20	120
New Haven	6	10	3	0	200	25	244
New London	10	2	2	0	20	5	39
Norwalk	0	0	0	0	600	50	650
Norwich	30	1	1	25	20	2	79
Stamford	0	0	0	0	8	0	8
Thompsonville	10	1	0	0	0	1	12
Torrington	4	3	0	6	50	4	67
Waterbury	0	5	0	0	300	5	310
Willimantic	3	1	0	0	3	3	10
Total	76	57	12	57	1655	154	2011

*SMO = Sewing machine operator

TABLE IV

FOOD SERVICE JOB OPPORTUNITIES IN CONNECTICUT

LABOR MARKET AREA	COUNTER GIRL	WAITRESS	SHORT ORDER COOK	KITCHEN HELPER	INST. COOK	SPEC. DIET WORKER	TOTAL
Ansonia	10	30	1	6	0	0	47
Bridgeport	11	60	9	9	9	3	101
Bristol	15	40	15	10	0	0	80
Danbury	7	15	12	15	1	0	50
Danielson	2	2	5	2	1	0	12
Hartford	44	20	32	10	20	0	126
Manchester	50	15	20	15	1	0	101
Meriden	8	8	3	6	0	0	25
Middletown	3	10	1	3	2	0	19
Milford	15	15	11	4	1	0	46
New Britain	30	60	45	60	12	0	207
New Haven	25	25	25	4	7	0	86
New London	15	15	25	9	1	0	65
Norwalk	100	100	50	50	0	0	300
Norwich	25	35	10	25	0	0	95
Stamford	0	12	13	0	0	4	29
Thompsonville	10	10	10	6	3	0	39
Torrington	4	24	4	10	2	0	44
Waterbury	59	46	20	18	16	3	162
Willimantic	10	15	3	25	15	0	68
Total	443	557	314	287	91	16	1708

TABLE V

HOME ECONOMICS RELATED SALES

OPPORTUNITIES IN CONNECTICUT

LABOR MARKET AREA	NUMBER OF SALES CLERKS
Ansonia	40
Bridgeport	5
Bristol	40
Danbury	10
Danielson	2
Hartford	60
Manchester	30
Meriden	21
Middletown	9
Milford	50
New Britain	35
New Haven	800
New London	30
Norwalk	26
Norwich	25
Stamford	18
Thompsonville	20
Torrington	36
Waterbury	7
Willimantic	15
Total	1279

TABLE VI

NUMBER OF HOME ECONOMICS JOBS IN RELATION

TO POPULATION OF LABOR MARKET AREA

LABOR MARKET AREA	TOTAL POPU - LATION	NUMBER OF HOME ECONOMIC JOBS	RANKING ACCORDING TO MOST JOBS PER POPULATION
Ansonia	45,343	136	11
Bridgeport	337,983	1286	5
Bristol	54,480	194	6
Danbury	90,323	88	16
Danielson	47,436	40	17
Hartford	545,974	844	13
Meriden	104,324	156	14
New Britain	106,600	702	2
New Haven	324,759	1275	4
New London	120,350	391	9
Norwalk	100,795	1058	1
Norwich	59,805	275	3
Stamford	178,409	265	15
Torrington	73,605	248	8
Waterbury	190,340	590	10
Willimantic	51,101	130	12

TABLE VII

TOTAL NUMBER OF JOB OPPORTUNITIES

AND AVERAGE SOCIOECONOMIC INDEX SCORES

FOR EACH LABOR MARKET AREA

LABOR MARKET AREA	TOTAL NO. OF JOB OPPORTU - NITIES	RANKING ACCORDING TO JOB OPPOR. PER POPULATION	AVERAGE SOCIO - ECONOMIC INDEX SCORE	RANKING OF SOCIO - ECONOMIC INDEX SCORES
Ansonia	126	11	54.9	15
Bridgeport	1286	5	72.3	6
Bristol	194	6	54.8	16
Danbury	88	16	72.8	5
Danielson	40	17	49.6	17
Hartford	844	13	73.9	4
Meriden	156	14	63.9	11
Middletown	311	7	66.3	8
New Britain	702	2	63.0	12
New Haven	1275	4	75.5	3
New London	391	9	66.5	7
Norwalk	1058	1	87.7	1
Norwich	275	3	55.1	14
Stamford	265	15	86.2	2
Torrington	248	8	64.2	10
Waterbury	590	10	64.4	9
Willimantic	130	12	61.8	13

Recommended Regional Centers for Developing Pilot Programs

On the basis of the data received, it is recommended that the following work orientation programs in home economics related occupations be developed in regional centers in Connecticut:

Clothing related: Ansonia, Bridgeport, Danielson, Hartford, Manchester, Meriden, Middletown, New Britain, New Haven, New London, Norwalk, Norwich, Thompsonville, Torrington, Waterbury, Willimantic.

Food service: All employment centers in the state.

Private household: Ansonia, Bridgeport, Bristol, Danbury, Hartford, Manchester, Meriden, Middletown, Milford, New Britain, New Haven, New London, Norwalk, Norwich, Stamford, Thompsonville, Torrington, Waterbury, Willimantic.

Sales related: Ansonia, Bristol, Danbury, Hartford, Manchester, Meriden, Milford, New Britain, New Haven, New London, Norwalk, Norwich, Stamford, Thompsonville, Willimantic.

Since a pilot program is an exploratory one - - a program to develop or refine ideas and attitudes that in most instances have not yet crystallized sufficiently for inclusion in rigidly controlled experimental studies, the participating teachers must feel free to modify and refine materials and methods as they proceed.

It is further recommended that the teachers of the proposed programs become highly involved with the managers and educational leaders in these home economics related occupations. This would be necessary in order to study the labor market, wages, working conditions and other clues to the program.

The tremendous job of meeting the needs of youth in our changing society is too big for any one agency or one program of action. We must coordinate the efforts of those who have jobs for youth, those who find jobs for youth and those who know youth best. All agencies working with youth must learn what the realities of the world of work are now, and what they can be expected to be in the future, so that they can see the dimensions of the job of preparing youth for these realities.

Problems for Future Study

During the process of making this study, other problems and questions developed which need further study and are presented as follows:

1. Are certain occupations "dead end" jobs? If so, how does this affect the people involved in such situations?

2. How can women be helped to assume the dual role of homemaker and employed person more effectively?

3. Is preparation for employment a distinctly separate facet of a home economics program or should it be combined with preparation for improved family living?

4. How can more positive attitudes be gained toward such jobs as babysitting, domestic service, etc.?

5. Can a work orientation program be planned to prepare assistants for professional workers in nursery schools, child care centers, hospitals, etc.?

6. What evalustive criteria should be used for judging students' performances in a work orientation program?

7. What preservice and inservice preparation is needed for the teachers of work orientation programs for home economics related occupations?

SURVEY FORMS
CONNECTICUT STATE DEPARTMENT OF EDUCATION
Home Economics Education Service
Hartford

Survey of Occupational Background

Teacher's Name _____

School _____

Town _____

A. PERSONAL DATA
(Check those describing educational background)

B.A. or B.S. _____ Home Economics Education _____

M.A. or M.S. _____ Area of Specialization _____

Sixth Year _____ Area of Specialization _____

Number of Years of Teaching as of September 1965 _____

Levels of Teaching Experience

Elementary _____ Senior High _____

Junior High _____ College _____

Employment Experience Other Than Teaching:
(Please list in chronological order jobs during summers while in college, jobs between teaching assignments and all employment experience to present time)

B. SCHOOL FACILITIES
(Check those best describing present school lay-out)

All purpose laboratory_____ Child development center _____

Clothing room _____ Living area _____

Foods laboratory _____ Workshop _____

Rating of equipment for job oriented teaching:
(Rate as sufficient or insufficient)

Food _____ Child Development _____

Clothing _____ Management _____

Housing _____ Home Nursing _____

Small materials of instruction
(Rate as sufficient or insufficient)

Food _____ Child Development _____

Clothing _____ Management _____

Housing _____ Home Nursing _____

C. COMMUNITY RESOURCES
(Check yes or no)

Community has a State Employment Office _____

School has a functioning placement system _____

Employers inquire about knowledge and skills of girls registered in home economics classes _____

School officials are interested in work-orientation _____

Guidance would be willing to recommend specialization _____

Home Economics Teachers consider development worthwhile _____

Resource people from community would be available _____

Some parent-student interest has been indicated _____

Job availability can be recognized in the following fields:

Day Care Center	_____	Mender in Dry Cleaner	_____
Nursery School	_____	Counter Girl	_____
Playground Center	_____	Waitress	_____
Recreation Center	_____	Salad Girl	_____
Paid Baby Sitter	_____	Hostess	_____
Seamstress	_____	Receptionist	_____
Alterer	_____	Telephone Answering Service	_____
Retail Sales Girl	_____	Nurse's Aide	_____
Milliner Assistant	_____	Housekeeper	_____
Laboratory Assistant	_____	Convalescent Home Maid	_____
Laboratory Tester	_____	Ward Maid	_____
Sample Girl of Bakery	_____	Kitchen Maid	_____
Baker	_____	Hotel or Motel Maid	_____
Decorator	_____	Others	_____
Catering	_____		_____
Hand Presser	_____		_____
Mender in Laundry	_____		_____

(Use other side of paper for all extra data)

A doctoral study in cooperation with

THE CONNECTICUT STATE DEPARTMENT OF EDUCATION

Home Economics Education Service
Hartford, Connecticut

SURVEY OF WORK ORIENTATION PROGRAMS FOR

HOME ECONOMICS RELATED OCCUPATIONS

To be filled out by teacher of work orientation program. If you are in another position other than that of teacher, would you please state your title? _____

I. SCHOOL

A. Name of school _____

B. Address of school _____

C. Enrollment in school by grades:

Grade	Number enrolled girls	boys
7. _____	____	____
8. _____	____	____
9. _____	____	____
10. _____	____	____
11. _____	____	____
12. _____	____	____
Total Student Enrollment	____	____

D. Total home economics program. Please list all home economics courses offered in the school and please check the appropriate space column to indicate if course is required or elective.

Title of Course	Elective	Required for whom
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Title of Course	Elective	Required for whom

E. Total number of full time home economics teachers in the school? _____

II. TEACHER OF WORK ORIENTATION PROGRAM

Please check the statements which best fit your background.

1. Has had wage-earning experience in an occupation other than teaching _____
2. Is a certified home economics teacher in the school _____
3. Is certified in home economics, but does not teach home economics in this school _____
4. Is not a certified home economics teacher _____
5. Has less than 4 years of college _____
6. Holds a bachelor's degree _____
7. Holds a master's degree or higher _____
8. Other - please specify _____ _____

III. OTHER TEACHERS IN THE WORK ORIENTATION PROGRAM

A. Please indicate the number of teachers involved in the program

B. If more than one teacher is involved in the program, please check the most appropriate statements which apply to your situation:

1. Do you have a team teaching arrangement?

If so, please specify topics related to work orientation taught by the other teachers involved:

_____

_____

_____

_____

2. Prospective employers assist in teaching the program _____

   They include: (i.e., manufacturer, restaurant proprietor, etc.)

   _____

   _____

   _____

3. Other resource people assist in teaching _____
   They include:

   _____

   _____

IV. STUDENTS ENROLLED IN WORK ORIENTATION PROGRAM

A. Grade level and number enrolled in each.
Please indicate the number of students enrolled in the work orientation by grade level.

Grade level	Number enrolled girls	boys
7. _____	____	____
8. _____	____	____
9. _____	____	____
10. _____	____	____
11. _____	____	____
12. _____	____	____

B. Future plans of students in the work orientation program. Please state the approximate number of students you feel are in each category:

Plans of students	Number of students
1. Plan to leave school before 12th grade graduation	_____
2. Plan to terminate formal education upon 12th grade graduation	_____
3. Plan to continue formal schooling after 12th grade graduation	_____
4. Uncertain of plans at this time	_____

C. If occupational inventories or aptitude tests are administered to students enrolled in the work orientation program, please list them below by title.

_____

_____

_____

V. WORK ORIENTATION PROGRAM

A. Title of program _____

B. Length of program _____ weeks

C. Number of clock hours per week in work orientation program _____ hours

D. Date program was organized _____

E. Is there cooperative work experience in the program? _____

If yes, what is the arrangement? Please check the statement which best describes the arrangement:

1. School one-half day; employment other half day _____
2. School one week; employment alternate week _____
3. Employment after school and/or week-ends _____
4. Other - please specify: _____

F. Personnel working with work orientation program.

Please check and respond only to those descriptions which apply to your program.

1. Advisory council works with the teacher Membership of the council is representative of: (i.e., employers, parents, etc.) _____

_____

_____

_____

2. Several teachers cooperatively plan the program. _____
Teaching areas of these instructors are:

_____

_____

_____

3. Other individuals cooperate in the program _____

They include: (i.e., state supervisor of home economics education, guidance director, employers, employment office manager, etc.)

_____

_____

_____

4. Other - please specify:

_____

_____

G. Facilities used in connection with work orientation program.
Please check and respond to the descriptions which best apply to your situation:

1. Home economics facilities _____

2. Specialized equipment added for this program _____
Please specify _____

3. Community resources _____
Please specify _____

_____

_____

4. Other - please specify: _____

_____

H. Facilities which you feel are needed for the work orientation program. In addtition to the above (section G) what other facilities and/or equipment do you feel are needed for the work orientation program?

_____

_____

_____

_____

I. Course content of work orientation program. Please check the descriptions which best describe the content of the course:

1. Foods and Nutrition _____
2. Clothing and textiles _____
3. Child development _____
4. Home furnishings _____
5. Home Nursing _____
6. Other - please specify _____

_____

_____

_____

_____

_____

_____

_____

J. Placement of students in jobs.

Please check the descriptions which best apply to your program.

1. School assumes no direct responsibility for placement of students in jobs. _____
2. Teacher of the work orientation program works closely with the local employment manager (affiliated with the U.S. Employment Service) in placing students in jobs. _____

3. Teacher of the program works directly with employers in placement of students in jobs _____

4. Guidance director assumes responsibility of placement _____

5. Principal or vice-principal assumes responsibility of placement _____

6. Other - please specify: _____

_____

_____

K. If students have been placed in jobs upon completion of the program, please specify jobs, and the approximate number of students in each since the program was started.

Jobs	Number of students girls	boys
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

L. Recognition given upon completion of work orientation program. Please check and respond to the descriptions which best apply to your program.

1. No recognition given other than that of completion. ____

2. Certificate awarded stating: _____ ____

_____

3. Banquet ____

4. Other - please specify: _____

M. Recognition you feel should be given to students who have completed the work orientation program. If you feel that recognition should be given to students who have completed the work orientation program, please state the type and/or kind of recognition.

_____

_____

_____

_____

N. Availability of jobs in local community.
Please check the source of your information concerning availability of jobs:

1. Your estimate _____
2. Community survey _____
3. Employment office figures _____
4. Classified ads _____
5. Other - please specify: _____

_____

_____

_____

Please check the availability of specific jobs related to home economics in your community. Please add any other headings which you feel are necessary.

Job	Dictionary of Occupational Titles Number	Do not know	Absolutely no demand	Very little demand	Some demand	Great demand
Sales clerk	1 - 70.10					
Day worker	2 - 01.01					
Live-in-maid	2 - 06.11					
Child monitor	2 - 07.01					
Companion	2 - 09.03					
Institutional cook *	2 - 26.32					

Continued

*Pre-apprenticeship or entry level

Job	Dictionary of Occupational Titles Number	Do not know	Absolutely no demand	Very little demand	Some demand	Great demand
Short order cook	2 -26.33					
Waitress	2 - 27.12					
Counter girl	2 - 27.13					
Kitchen helper	2 - 29.71					
Nurse's aide	2 - 42.20					
Charwoman	2 - 82.10					
Weaver	4 - 05.010					
Dressmaker	4 - 25.039					
Tailor *	4 - 26					
Sample cutter	6 - 27.042					
Sew.machine operator, Household	6 - 27.511					
Sew.machine operator, Garments	6 - 27.535					
Presser, machine Laundry	7 - 57.511					

VI. OBJECTIVES

Listed below are some objectives of work orientation programs in home economics related occupations. What would you consider as the most important objective to be accomplished in such a program? Would you please rank all of these objectives in the order of importance with #1 indicating the most important and #9 the least important?

OBJECTIVE	Ranking
To achieve an introduction to the activities and demands of a wage-earning situation	_____
To be competent in the management of personal and family finances	_____
To develop acceptable work habits	_____
To develop skills for a cluster of occupations	_____
To develop skills for a specific occupation	_____
To explore home economics related occupations	_____
To motivate interest in school	_____
To promote good employer-employee relationships	_____
To recognize realities and values regarding our society	_____

If you would like a summary of this study when it is complete, will you please indicate it by checking the first statement?

1. I would like a summary of this study when it is complete. Please send to: (Name)_____
   (Address) _____

2. I do not care to have a summary of this study when it is complete.

_____

BIBLIOGRAPHY

"A New Look at the Vocational Purposes of Home Economics Education". Conference Proceedings. Urbana: University of Illinois, Division of Home Economics Education, Department of Vocational-Technical Education, 1963. Pages 17, 65.

Beatty, Willard W. Education for Cultural Change. Chilocco, Oklahoma: Chilocco Indian Agricultural School Printing Department, 1953.

Brown, Clara M. and Arneson, Ruth V. Employment Opportunities for Women with Limited Home Economics Training. Minneapolis, Minnesota: Burgess Publishing Co., 1944.

Bulletin of the National Association of Secondary School Principals, Volume 48, No. 296, December 1964.

California Technical and Semi-Professional Jobs for Women, Progress Report, 1962. Sacramento: California State Department of Education.

Conafay, Katherine R. "Homemaking and Wage-Earning Through Home Economics." Educational Leadership, Journal of the Association for Supervision and Curriculum Development, Volume 22, No. 4, January 1965.

Conant, James Bryant. Slums and Suburbs. New York: McGraw-Hill Book Co., Inc., 1961.

Consumer Education for Low Income Families. Consumers Union of the United States, Inc., November 1964.

Dictionary of Occupational Titles, Volume I. Prepared by the Division of Occupational Analysis, U.S. Employment Service, U.S. Department of Labor, Bureau of Employment Security. Washington, D.C., Superintendent of Documents, U.S. Government Printing Office, June 1952.

Dictionary of Occupational Titles, Volume II. Prepared by the Division of Occupational Analysis, U.S. Employment Service, U.S. Department of Labor, Bureau of Employment Security. Washington, D.C., Superintendent of Documents, U.S. Government Printing Office, March 1949.

Dove, Mannie Myrtle. The Occupational Needs of Negro High School Girls with Home Economics Training. Master's Thesis. Pennsylvania: Pennsylvania State College, 1939.

Duncan, Joseph W. "The Fastest Growing Occupations and Their Training Demands," presented in pamphlet, The Impact of Technology on Employment Opportunities for Young People. Battelle Technical Review, January 1964. Reprint.

Editorial Board. "A New Dimension in Home Economics Education." Illinois Teacher of Home Economics, Volume VIII, No. 1, November 1963.

Evans, Helen J. "Developing the Vocational Aspect of Home Economics." Illinois Teacher of Home Economics, Volume VIII, No. 1, November 1964.

Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Co., Inc., 1959.

Goodwin, Robert S. "Preparing Children and Youth for Work." Educational Leadership, Journal of the Association for Supervision and Curriculum Development, Volume 22, No. 4, January 1965.

Hurt, Mary Lee. "Educating for the World of Work - - A Team Approach." Educational Leadership, Journal of the Association for Supervision and Curriculum Development, Volume 22, No. 4, January 1965.

Illinois Teacher of Home Economics, Volume VIII, No. 1 and No. 2, 1964 and 1965 issues.

Keppel, Francis. "A New Look at the Vocational Purposes of Home Economics Education." Conference Proceedings. Urbane: University of Illinois, Division of Home Economics Education, Department of Vocational-Technical Education, May 6-10, 1963.

Kupsinel, Penelope. "Instructional Materials for Vocational Food Service Courses at the Secondary Level." Doctor's Thesis. Carbondale, Illinois: Southern Illinois University, 1954.

Lawson, Dorothy S. "Is There a New Vocational Purpose in Home Economics Education?" Conference Proceedings. Urbane: University of Illinois, Division of Home Economics Education, Department of Vocational-Technical Education, May 1963.

National Council of Jewish Women, Inc. Report of Employment Needs of Youth. New York: One West 47th. Street, 1960.

Occupational Outlook Handbook, Bulletin No. 1375. U.S. Department of Labor. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1963-64 Edition.

Plunkett, Margaret L. "Geographic Mobility of Young Workers." Occupational Outlook Quarterly. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, September 1960.

Price, Mary. Educational and Vocational Interests of Members of Future Homemakers of America. Master's Thesis. Greensboro: Consolidated University of North Carolina, 1959.

Report of the Panel of Consultants for Vocational Education. Education for a Changing World of Work. Washington D.C.: Superintendent of Documents, U.S. Government Printing Office, 1963.

Simpson, Elizabeth. "Selected Issues and Problems in Secondary Education -- How Are They Being Met?" Journal of Home Economics, 55: 1, 1963.

Stockwell, Edward G. and Shea, Gail A. "Socio-economic Index Scores for Connecticut Towns: 1960." Storrs: University of Connecticut, Agricultural Experiment Station, Research Report No. 1, December 1964.

Trecker, Dean Harleigh B., Chairman. Connecticut Youth in Our Changing Economy -- an Action Program for Youth Motivation and Employment. Hartford Connecticut: Governor's Committee on Human Services, June 26, 1962.

U.S. Public Law 88-210, The Vocational Education Act of 1963. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, December 18, 1963.

Vocational Education for the Next Decade. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1960.